

## EDUCATION SYSTEM IN ANCIENT INDIA

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### ABSTRACT

*The aim of this paper is to knowing the Education system of ancient India. In the ancient time two education system Vedic and Buddhist was developed and their purpose was self control, development of character, Social awareness, personality development, propagation of purity and preservation of culture for youth.*

**KEYWORDS:** *Education System, Ancient India, Vedic, Buddhist, Pali, Vidyarambha, Philosophers, Vocational Education, Rishikas and Vedas*

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### INTRODUCTION

The education system of ancient period has unique characteristic and qualities which were not found in the ancient education system of any other country in the world. Gurukul (ashram) was a type of school in ancient India, residential in nature, with pupils living in proximity to the teacher (guru). In a gurukul, students would reside together as equals, irrespective of their social standing, learnt from the guru and distribute work in themselves to help the guru in his day-to-day life. At the end of studies, pupil would be ready to offer gurudakshina (one time fees) to the guru. The gurudakshina is a traditional gesture of acknowledgment, respect and thanks. Sanskrit was language of vedic education system and Pali was language of Buddhist education system. Subject of the study were Vedas, vedangs, upnishads darshans, purans and trakshastra in vedic period and three Pitakas in Buddhist period. During the vedic period also provision was for music, dancing, housekeeping and arts training for women. Vocational education was also available free of cost in this period. Methods of learning, period of study and types of Teachers were unique in ancient india.

### The Teacher's and Student's

The success and the achievements of an educational system depend to a large extent on the ideas that animate the teacher and the student. The nature of the relationship that exists between the two and the type of life they lead. In ancient time the teacher and their student's relation were mutual.

Perhaps nowhere else in the world has greater importance been attached to the teacher than in india. Such has been the case since the earliest time. no person the earth deserves greatest reverence than the teacher. not even the father or the mother. To our parents we no clout owe our physical birth. But to our teacher our spiritual one, the idea that the guru or the teacher, is the spiritual father, which is quite common in the smite literature, and the baudhayana dharma sutra declares that a srottriya or scholar, who teacher. pupils, cannot be deemed to be issueless. It was the function of the teacher to lead the scholar from the darkness of ignorance to the light of knowledge, the lamp of learning is concealed under a cover, the teacher removes it and lets out the light. His importance therefore. The high reverence which was primarily intended for the teacher of the Vedas, was extended in course of time to

his humbler confrere, who initiated the young pupil in the mysteries of the 3 r.s. or taught him the teach unique of a profession. The teachers on their part recognized the responsibility of their position.

The great importance that was attached to the teacher in the hindu education system is not difficult to understand. Since the earliest time the vedic learning is being transmitted orally in india from one generation to another. Primary education importance was largely in the hands of the members of the village priestly families. There must have been a good sprinkling of vaishya teachers also. Teacher of ancient period is known by Acharya, Upadhyay, Charakas and Guru. The learning method were Story telling, Memorization, hand on methods, Critical analysis, Seminar and Question and Answer. Takshashila, Nalanda, Vallabhi, Vikramshila were famous educational institute.

### **Ideals of Vedic Education**

#### **Liberation**

The aim of ancient Indian education was initially laid down by the Vedas. According to vedic world view the world is pervaded by divinity and the aim of every living being is to achieve liberation. Thus according to the Vedas the aim of education is liberation. According to a famous statement, "that is knowledge which give liberation." therefore, a. s. altekar has rightly pointed out, "the knowledge is athird eye of man, which give him insght into all affairs and teaches him how to all round progress and prosperity.

#### **Control of Mind**

The cause of liberation and bondage according to vedic thinkers. Therefore, liberation is possible only through the control of the mind. The ancient Indian education was even more developed by the Upanishads. While in the field of religion the Upanishads were more introvert and monistic, they continued the tradition of the Vedas.

#### **Women Education**

According tp dr. A. S. Altekar," home of course, was the main centre of the education of girls in the domestic science. Women were taking part in every ritual. With their husbands. Education of girls were looked after in the sam way as that of the boy and many amongst them gained highest education. These were called 'brahman vadini'and achieved the status og 'rishika. Some of the woman were regarded as 'devis', women even composed hymns. Apala, homasha, shashpati, ghoshla, mamata, lopamudra were notable among vedic scholars."

### **CONCLUSIONS**

Knowledge was passed on orally from one generation to another in ancient india. education involved three basic processes, one, which included 'sravana'(stage of acquiring knowledge of 'shrutis' by listening). Two, 'manana' (meaning pupils to think, analyze themselves about what they heard, assimilate the lessons taught by their teacher and make their own inferences,) and three 'nidhyasana (meaning comprehension of truth and apply\ use it into real life). In ancient India woman were given equal right to education and teaching. Many scholar's came from out of India for education but no any Indian scholars went outside from India for acquire their knowledge.

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